

GOOD WRITING IS
HARD WORK!



SCHULZ

Karen Yager – 2013 ECT

Writing Demands



- Compose a 12-word story about your life
- When you close your eyes, what images come to mind?
- What feelings?
- What sounds?



Confidence

- Creativity is innate
- *'Just get black on white'* (Robert Gray, 2011).
- Beginning with observations, chunks of writing, little moments...a sentence a day!
- Jottings: Journal, notepad, iPhone or wiki/blog
- Writing from experience and passions!
- Focusing on the sound, look and feel of the words.

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.



Confidence

- **Build your wild self:**
<http://www.buildyourwildself.com/>
- create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. The students can add setting, clothing and even record their character's voice.
- **The Hero's Journey:**
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**
<http://storybird.com/create/>



Improving Writing

- **Confidence:** The ideas and getting started – talk to your boys
- **Inspiration:** Images, ideas, models and exemplars
- **Planning:** Graphic organizers to shape the ideas
- **Craft to artistry:** The writing process
- **Collaboration and Reflection:** Joint constructions, self-evaluation and critical reflection
- **Refinement:** Self, peer and parent editing



Haptics

- The act of writing is a complex cognitive process relying on intricate perceptual sensorimotor combinations.
- The physical action of forming letters while writing by hand is important in helping the brain to remember the letters that are written.
- Mangen and Velay 2012



Writing Steps

Writing Skills and Strategies:

- Generation and selection of ideas for writing
- Development and organisation of ideas in writing
- Review, revision and editing of writing and representation
- Evaluating and reflecting

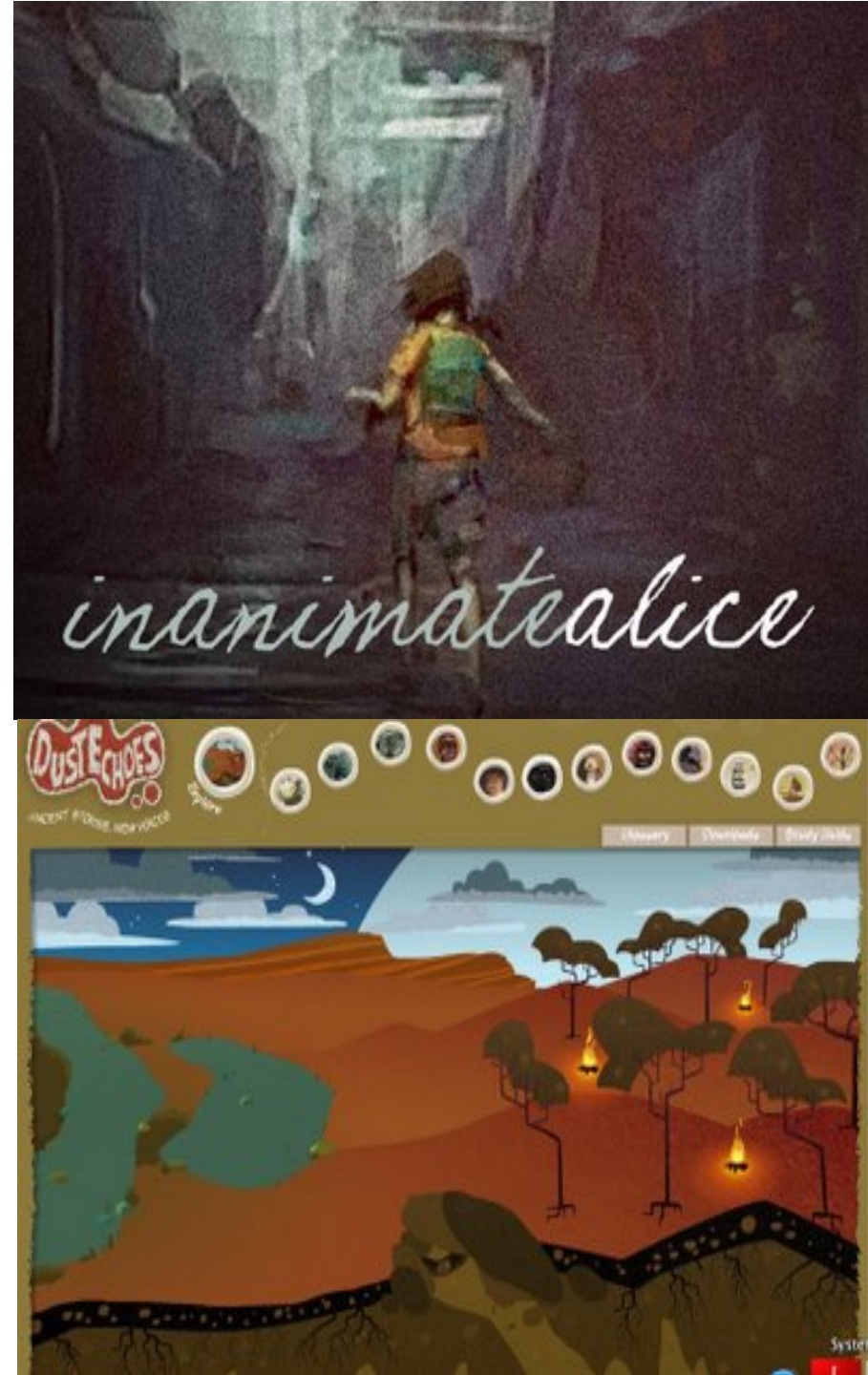


A vertical beam of light, possibly a laser or a torch, shining upwards from a dark base. The beam is bright yellow and orange, with a dark, smoky or smoky-looking base. The background is dark and textured.

**Inspiration and
generation of ideas**

Inspiration

- **Inanimate Alice:**
<http://www.inanimatealice.com/>
- tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- <http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.



Inspiration

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Fractured tales



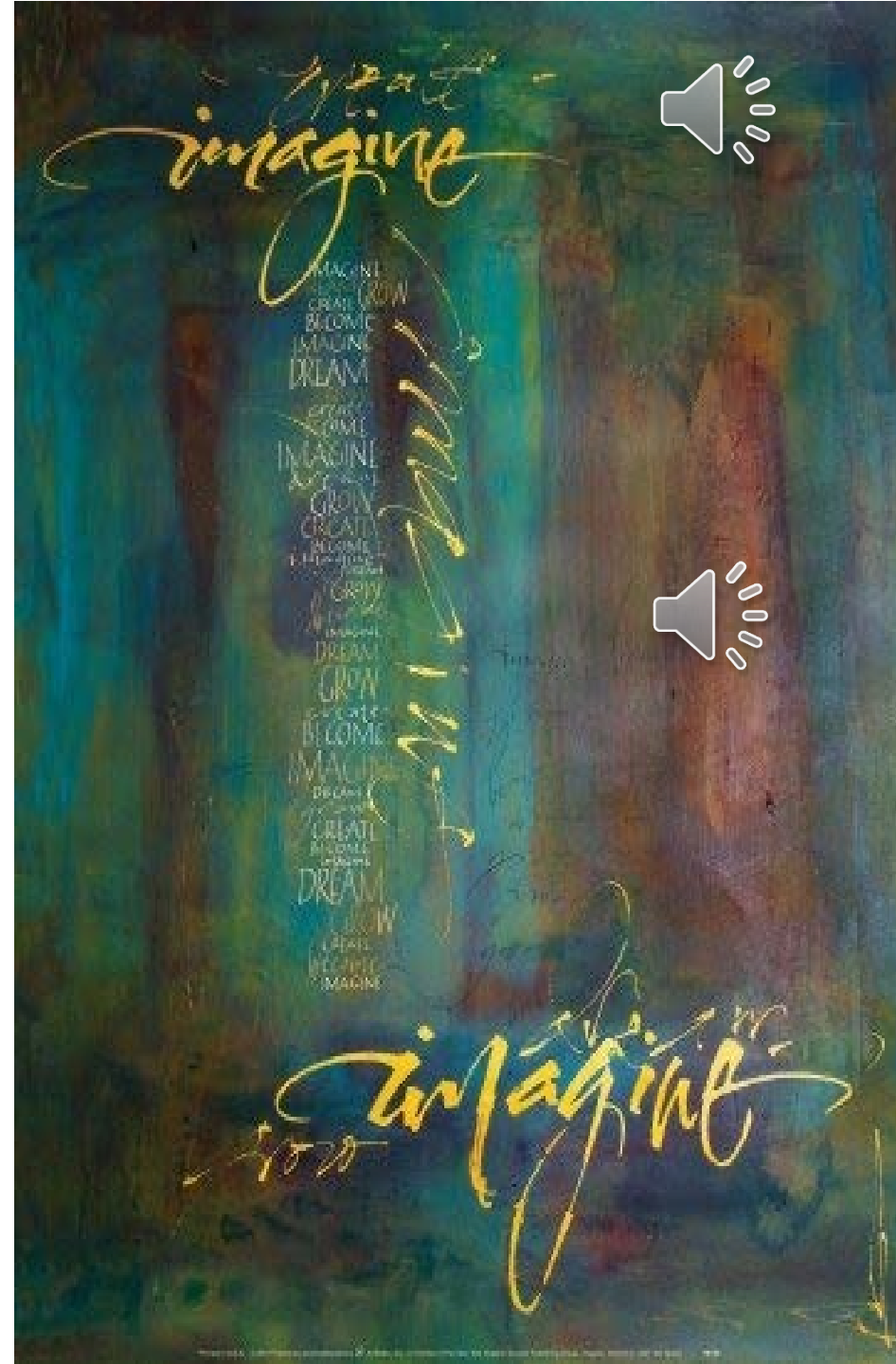
Inspiration

- Write from experience... family
- Look into the mirror
- Through my window
- Talismans
- Photographs
- One plus one = three:
The back story –
teddy's missing eye;
the ripped page in an
album...



Music to Inspire

- students close their eyes and listen to the music
- They write down as many words as they can to describe what they hear and how they feel.
- They then eliminate words and begin to shape a poem or a narrative.



Films to Inspire

- Movie Trailers
- Vancouver Film School
- [YouTube](#) clips
- Movie Posters
- Australian Screen:
<http://aso.gov.au/titles/alpha/A/>



Planning



Planning

- Graphic organisers - <http://www.spicynodes.org/>
- A word cloud to brainstorm ideas using:
 - **Wordle:** <http://www.wordle.net/>
 - **Tagxedo:** <http://www.tagxedo.com/>



Craft to Artistry



Craft

- **Spotlighting:** the word and sentence level
 - Lexical density
 - Vocabulary
 - Verbs – the muscles of writing
 - Grammar
- **Structure:**
 - Purpose and audience
 - Form
 - Syntax and paragraphing
 - Framing devices
 - Verbal cinema

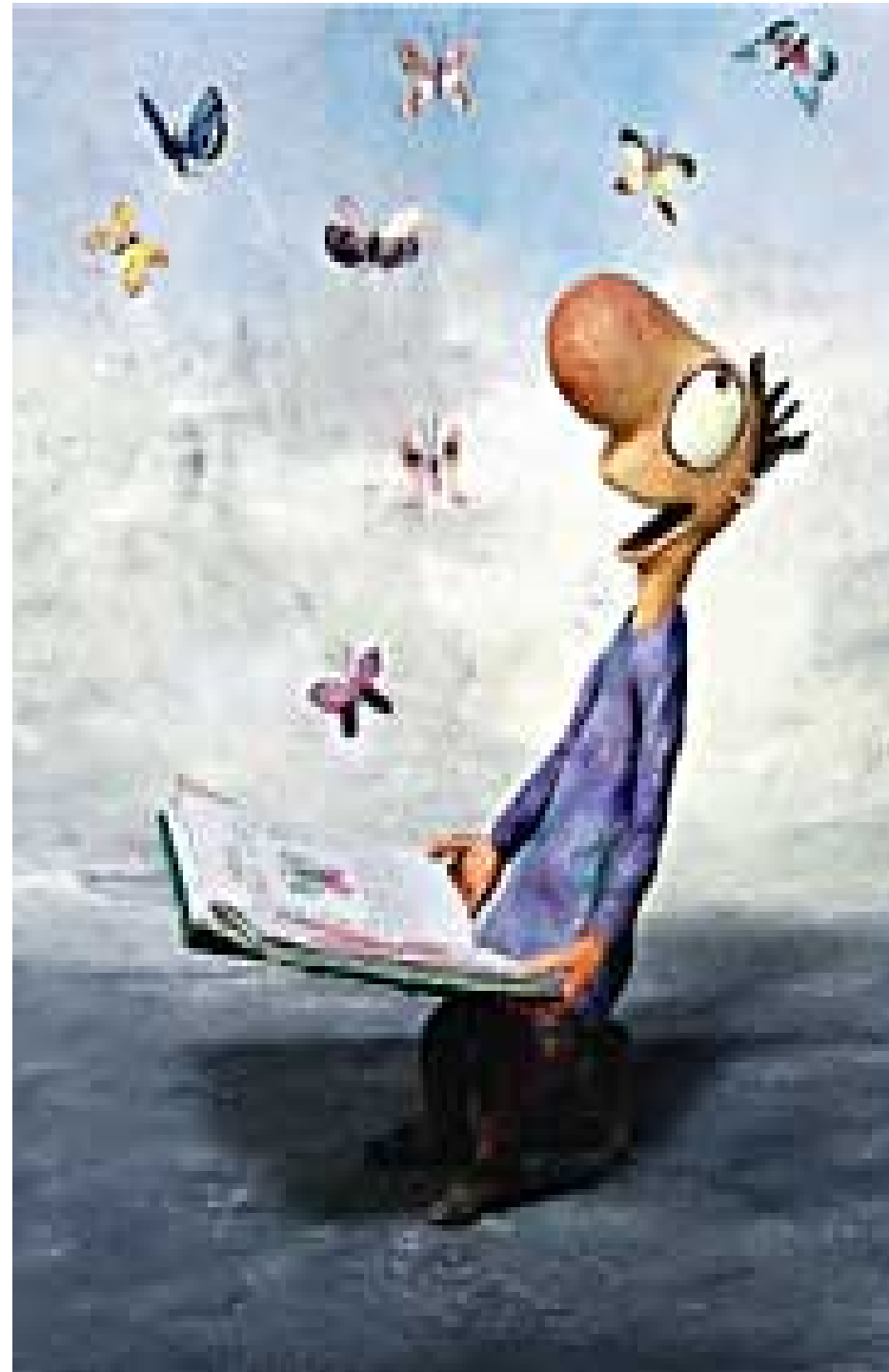
*"You can't depend on your eyes
if your imagination is out of focus."*

Mark Twain



Craft

- Focussing on the sound, look and feel of the words...record writing and really listen!
- **Senses:**
 - **Sound:** Euphony, discordance...the vowels and consonants
 - **Sight:** Figurative devices
 - **Synaesthesia:** Combining the senses
 - **Feeling:** Nuances



Craft: Syntax

Sentence building

- Simple sentences that are enriched by adding more layers.
- Begin with an article, subject and a verb. *The rain fell.*
- Add an **adjective** and an **adverb**. *The heavy rain fell incessantly.*
- Add **prepositional phrases**. *In the middle of the day, the heavy rain fell incessantly onto the steaming streets.*
- Add an **appositive phrase**. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets.*
- Add a **subordinate clause**. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets, as the sun rays peaked through the clouds.*
- Add a **triad of absolute phrases**. *In the middle of the day, the heavy rain, seemingly angry with the people rushing to shelter, fell incessantly onto the steaming streets, as the sun's rays peaked through the clouds, sparkling in the puddles, dancing on the drenched footpaths, disappearing behind heavy clouds.*

Craft: Syntax

Image Palette: Provide a list of prepositional phrases and subordinate clauses and ask the students to select at least six to create an original description.

Prepositional Phrases	Subordinate Clauses
during the night	because the waves were frightening
on an empty beach	as he walked towards the shoreline
behind the sandhills	when the sun set
like a lost gull	although he had been warned
out of breath	Unless he could reach the shore

Dialogue

- **GoAnimate:**
<http://goanimate.com/>
- **Make Beliefs Comix:**
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**
<http://www.pixton.com/uk/home>
- **Toondoo:**
<http://www.toondoo.com/Home.toon>
- **Superhero:**
http://superherosquad.marvel.com/create_your_own_comic
- **Xtranormal:**
<http://www.xtranormal.com/>



Refinement

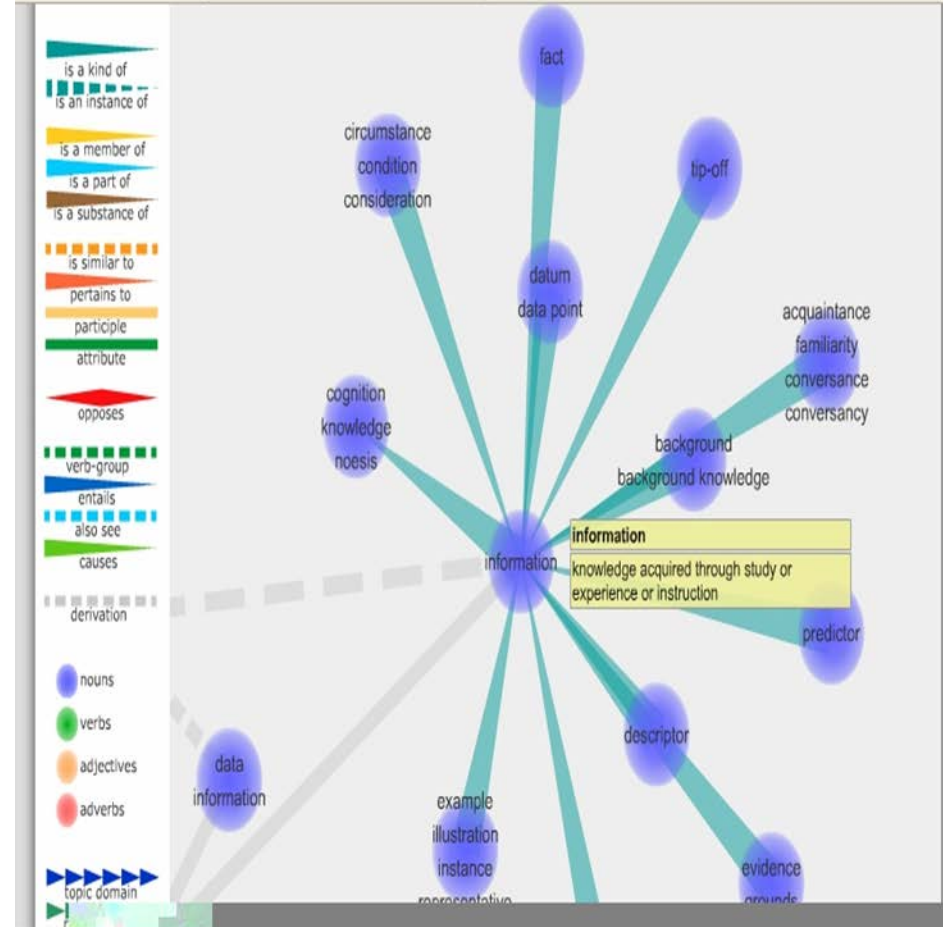
- Spell check
- Practice does make perfect
- Insert comment
- Recording work and *really* listening noting the sound and the meaning
- Posting to a class wiki or blog for peer editing



Beyond the door, the discordant duet climaxes in a bestial fury. Insults fly with sharpened points and are blunted by the cloaks of hate that smother his parents. Two strands collide and stagger back in an explosion of passion, endlessly seeking to devour the other. No knot serves to unify them. No oaths or bonds or declarations of love lubricate the mechanism. Steel on steel, fire on fire; nothing to stand and calm the tempest. Once entangled in lover's passion, the two now dance with daggers drawn, a darker passion their new melody.

Vocabulary

- **Visuword:**
<http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- <http://www.vocabulary.com/>



Grammar

- **Grammar Skills:**
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cybergrammar.co.uk/index.php>



“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”

Writing Ideas

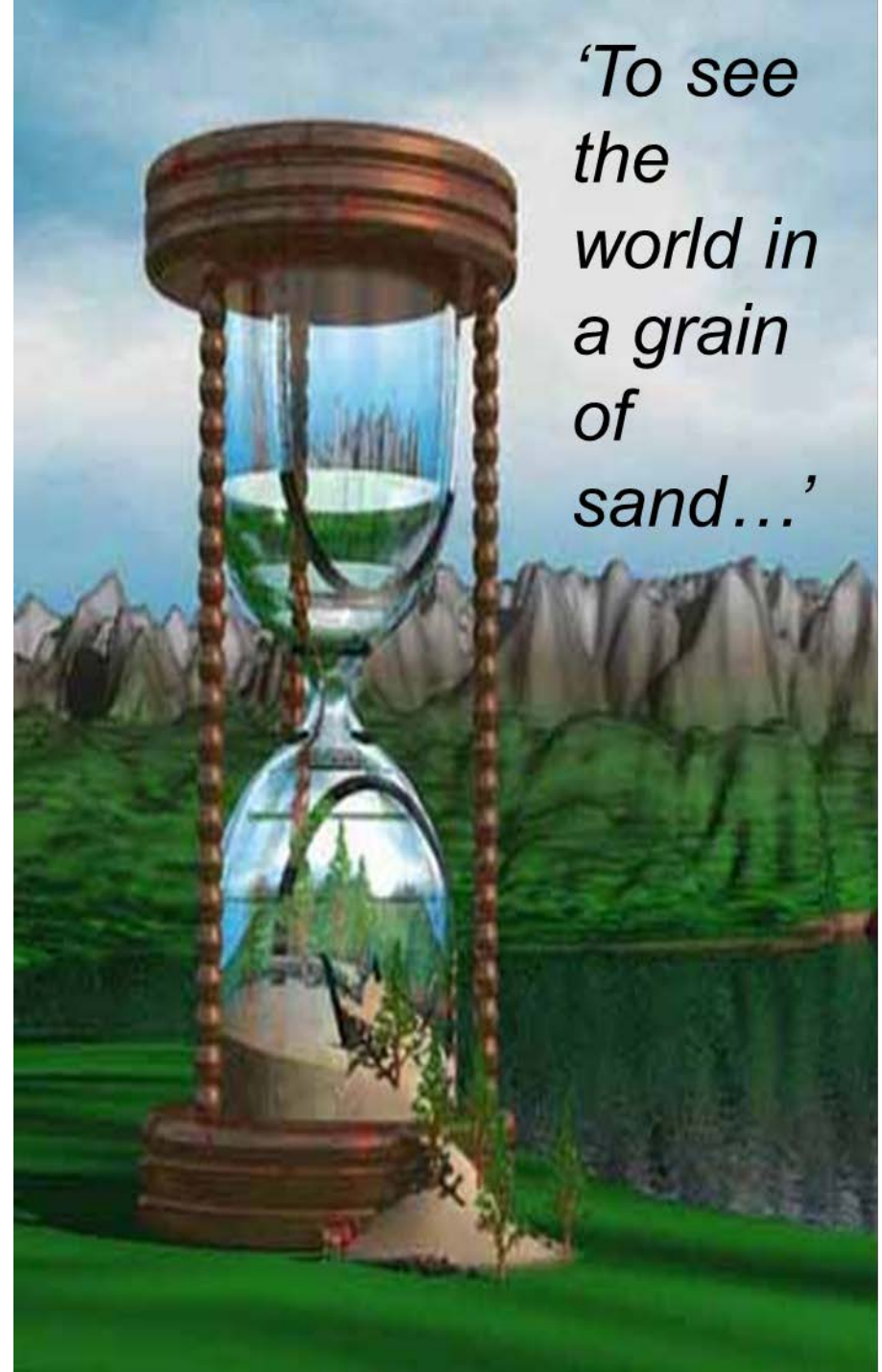
- Master chef narrative
- Special objects
- Special places
- Cartography of the imagination
- Writing backwards
- Writing outwards from the conflict



Poetry

- Refines and shapes writing
- Haiku
- **Found poems:** Trawl through the net and borrow lines and images
- Digital poems with images
- Podcast poets
- **Instant poetry:**
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

*'To see
the
world in
a grain
of
sand...'*



*Death crawls on the shore
A million eyes freeze, time
stops
A thousand white cranes*

*Tsunami brings death
A mother cradles dead child
Rising sun brings light.*

*Golden sun retreats
Superpower sent crashing
End of an era.*

*Among the fallen
Lay silent all their children
The rising sun sets.*

*Waves crash through my
home
Chaos and fear around me
Where is my brother?*

*Tsunami sweeps swift
Inland, shattered hearts lose
hope
Only to emerge*

Creative Non-Fiction

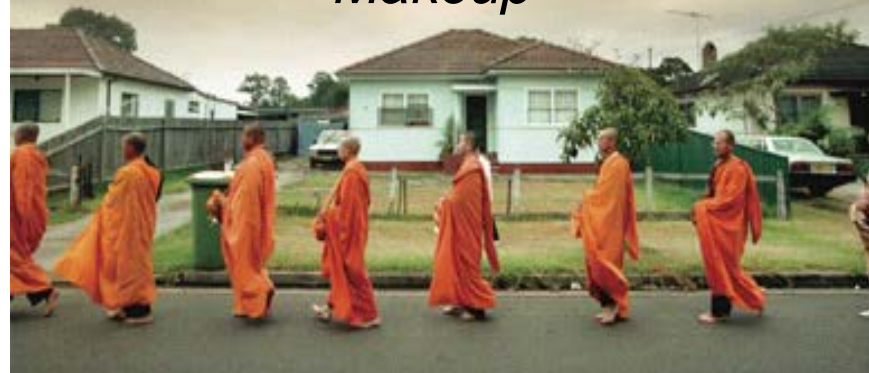
- Weaves the writer's experience with the information of the text: memoirs – writer part of the story
- Build on personal recount to include dialogue and events that happened at the time.
- Faction: Taking an historical event and creating a narrative that has footnotes. Could be a digi-text with original photographs and footage from YouTube.
- Autobiography of the not so famous!
- Blogs
- Family photographs and special objects
- Feature articles
- Documentaries
- Alice Pung – *An Unpolished Gem*
- *The Hare with Amber Eyes*
- *All That I Am*
- *The Hundred-Year-Old Man Who Climbed Out the Window and Disappeared*

"Alice Pung is a gem. Her voice is the real thing." —AMY TAN



Alice Pung *Unpolished Gem*

"An ordinary life examined closely reveals itself to be exquisite and complicated and exceptional, somehow managing to be both heroic and plain." -- Susan Orlean in *The Bullfighter Checks Her Makeup*



Strategies

- Interviewing family members
- Family photographs
- Special object such as a teddy bear, trophy, etc.



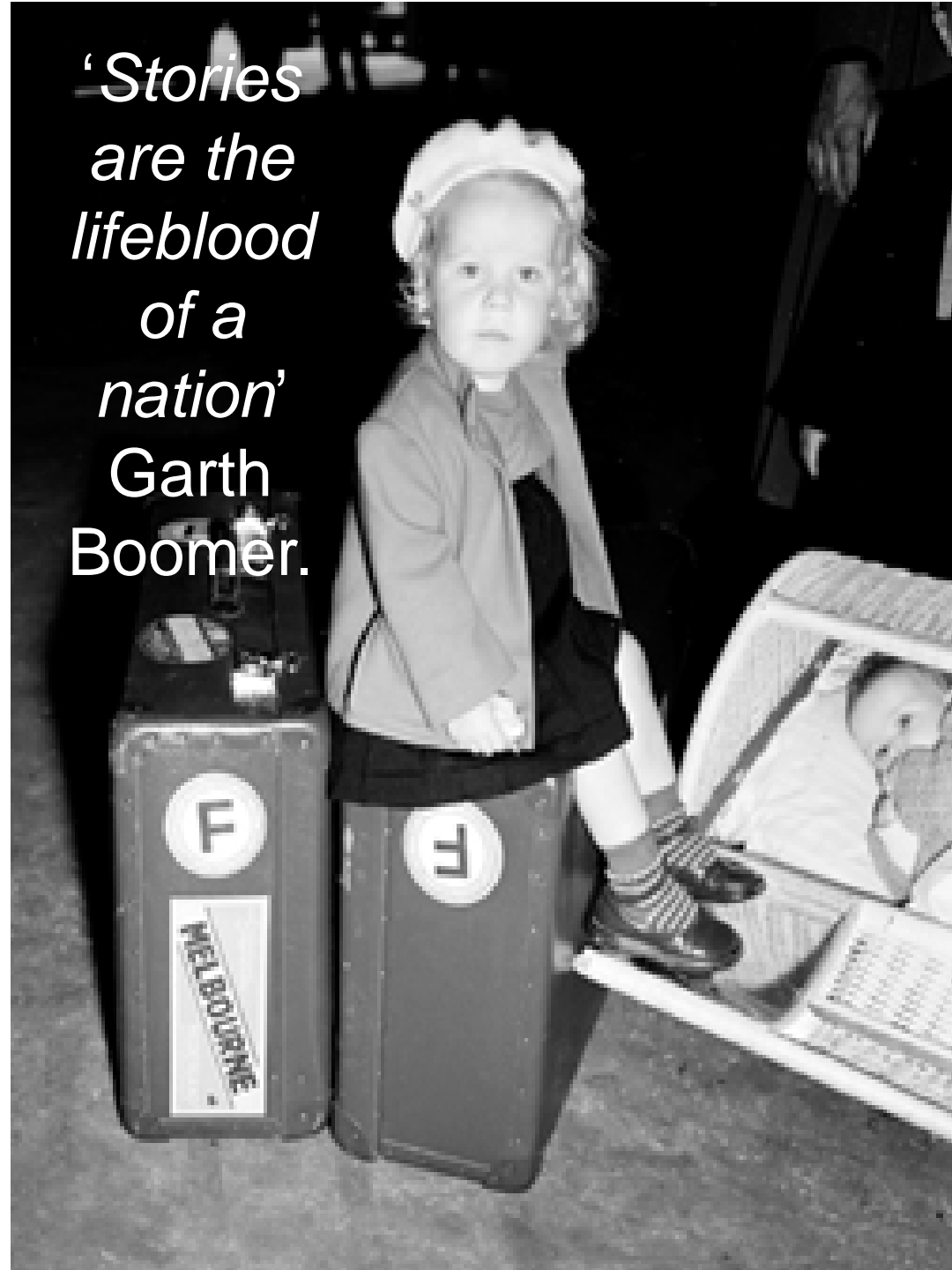
Multimodal Digital Texts

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- Focus on language and visual literacy!
- Immerses students in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.
- *‘Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics’* (Kress, 2000).

Digital Texts

- A digital timeline:
<http://www.dipity.com/>
- [A narrative](#)
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- [Choose your own adventure](#)
- Alternative perspectives
- A soundscape
- A digital poem
- A travel tale: Google Earth

*'Stories
are the
lifeblood
of a
nation'*
Garth
Boomer.



Digital Text Sites

- <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml>
- <http://www.digi-tales.org/>
- <http://lightningbug.com.au/index.htm>
- <http://www.photobus.co.uk/index.php?id=2>
- <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html>
- <http://www.dipity.com/> - Digital timeline

Digital Texts

- **Museum Box:**
<http://museumbox.e2bn.org/>
- **Newspapers:**
<http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>
- **Magazines:**
<http://bighugelabs.com/magazine.php>



QR Texts

- A *QR code* (abbreviated from Quick Response code) is a type of matrix barcode or two-dimensional code - <http://qrcode.kaywa.com/>
- Stories that continue each week around the school.
- Alternative endings



Narrative Ideas

- **Flashback:** Start at the end and show what has led to this moment. Get the students to begin a narrative with the conclusion and write backwards.
- **Multiple Perspectives:** A hyperlinked story told through two or more characters. Get the students to write in pairs writing as the same character but with an altered perspective, such as a hero transformed into a villain.
- **Multiple Narratives:** Different stories connected by a motif, such as a door or a key. The students could work in groups of three. Each student could write in a different time period but their stories are connected by a hyperlink through the motif.

Narrative Ideas

- **Pastiche:** Include a range of text forms such as: a narrative, newspaper clippings, a text message or MySpace posting. Scavenger Hunt on the net: students have 10 minutes to find on the internet unrelated items such as: a headline, an image, a blog posting and an advertisement.
- **Fakebook:** The students tell an individual's story through Fakebook:
<http://classtools.net/fb/home/page>
- <http://storybird.com/>: Create online stories

Characterisation

- Avatars
- Images from the net
- <http://www.befunky.com/>
- Newspaper Headlines
- Movie clips from YouTube
- **Diary Entries:**
<http://penzu.com/>





- Google docs
- Class blog or wiki
- Global connections:
<http://www.epals.com/projects/info.aspx?DivID=index>
E.g. digital storytelling and global warming
- Hyperlinked texts



Evaluation

- Critically evaluating the writing process and the product
- Blog posts
- Vodcasts or podcasts: Vimeo - <http://vimeo.com/>



Global Writing Project

weWrite

Global competitions marked by teachers and students!

Alan November is our critical friend!



Join schools from across the world in a Global Writing Project that will enable teachers and students to share ideas, strategies and exemplars online!

Contact Karen Yager – yagerk@knox.nsw.edu.au